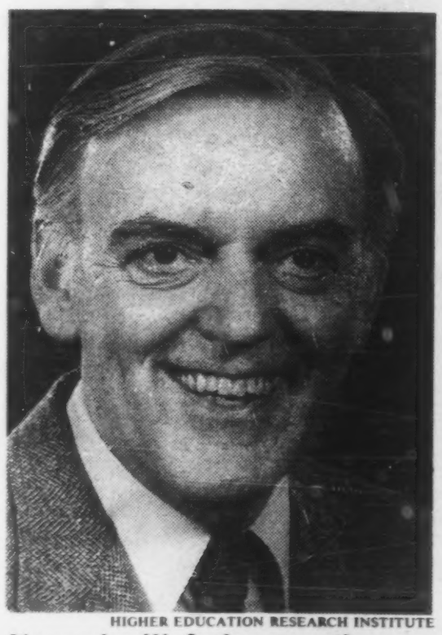
Survey Finds Professors Feel a Conflict Between Teaching and Research Roles

Continued From Preceding Page

ment—was that faculty seem to be very critical of their students' academic abilities and preparation," he said. "This doesn't bode well for faculty-student relations. It's always been difficult for faculty to teach students who are poorly prepared, but when you get down to it, this is our biggest pedagogical problem."

Only 27 per cent of all professors—and 20 per cent of those at two-year colleges—felt students were well prepared academically.



HIGHER EDUCATION RESEARCH INSTITUTE

Alexander W. Astin, co-author of the report: Institutions should consider ways to accommodate professors' individual strengths.

Differing Views on Students

In addition, only 9 per cent of all professors—and just 2 per cent of those at two-year colleges—described most students as "very bright." There was a sharp difference in the way professors at public and private universities answered that question: Only 7 per cent of public-university professors felt their students were "very bright," while more than 35 per cent of their counterparts at private universities thought so.

The faculty responses to that question contrasted sharply with those given by students in the latest freshman survey: More than half of all students rated their academic abilities as "above average" or better.

On the teaching-versus-research issue, the survey found that 27 per cent of all professors—and 44 per cent of those at public universities—felt that demands for research interfered with teaching. That wasn't surprising for research universities, Mr. Astin said. But the fact that a third of the professors at public baccalaureate institutions also shared that view was disturbing, he said. Only 16 per cent of those at private baccalaureate colleges felt research interfered with their teaching.

When asked to describe their institutions' highest priorities, more than three-fourths of all professors cited students' intellectual development.

Mr. Astin said the survey pointed to several problems—particularly the conflict between teaching and research—that administrators could address immediately. If he were an administrator, he said, "I'd start a dialogue about faculty job descriptions, to see which faculty members might like to redefine their jobs. I'd also get more discussion going on institutional values. It's distressing to see so many universities putting emphasis on self-aggrandizement."

He suggested that institutions consider ways to accommodate professors' individual strengths and interests. One strategy, he said, might be to allow professors to concentrate on teaching or research, rather than holding all to the same expectations. In fact, the idea of establishing faculty career tracks is starting to attract interest in academe.

When asked to describe their institutions' highest priorities, more than three-fourths of all professors cited students' intellectual development. Those at private institutions were more likely to consider that a priority. But three-fourths of all professors also felt that increasing or maintaining their institution's prestige was important. The figure climbed to 87 per cent for professors at private universities.

Research Seen as High Priority

At public universities, 80 per cent of professors said conducting research was a high priority. Fewer professors—about 70 per cent—cited students' intellectual development as such.

Nearly half of university professors, meanwhile, thought hiring faculty "stars" was a high priority.

The amount of time professors actually spent in the classroom varied significantly, depending on the type of institution. About half of all university professors—and slightly more than half at private universities—spent from five to eight hours a week teaching. Those at two-year colleges were more likely to spend 13 or more hours teaching. The survey question asked about the actual time spent teaching, rather than the credit hours taught.

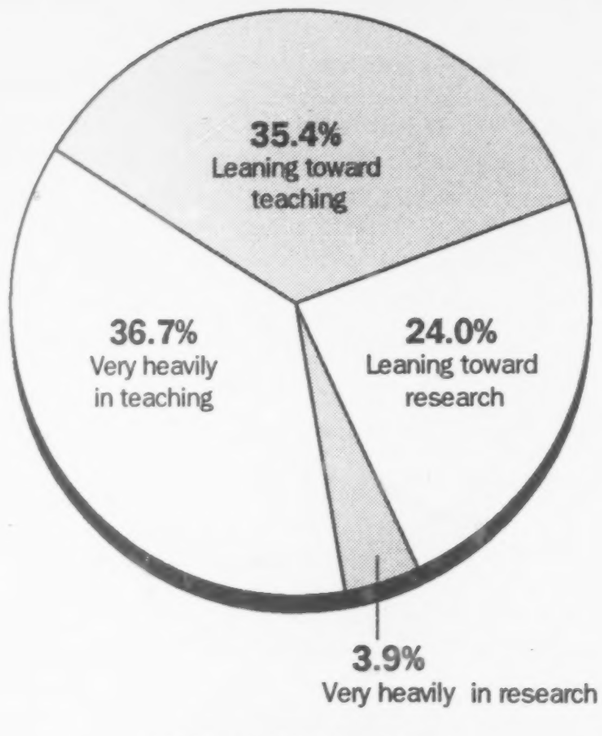
When asked which personal goals were important, professors most frequently cited the following: developing a "philosophy of life," raising a family, helping others in difficulty, and becoming an authority in their fields.

When asked about their main sources of stress, more than 80 per cent cited time pressures and the lack of a personal life. More than 70 per cent of those at universities also cited research demands. And nearly two-thirds of all professors cited household responsibilities and their teaching loads as sources of stress. Women were more likely than men to consider all of the above major sources of stress.

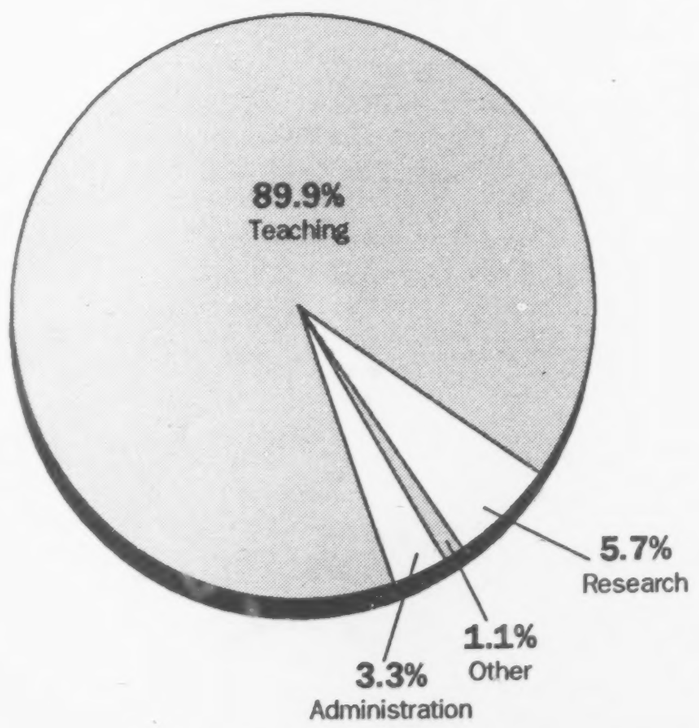
Copies of the survey report, "The American College Teacher," are available for $12, prepaid, from the Higher Education Research Institute, U.C.L.A. Graduate School of Education, 405 Hilgard Avenue, Los Angeles 90024-1521. ■

Faculty Attitudes and Characteristics: Results of a 1989-90 Survey

Primary Interest



Principal Activity



Age on December 31, 1989

Less than 30	2.2%
30-34	8.0
35-39	13.4
40-44	17.3
45-49	18.9
50-54	15.7
55-59	12.8
60-64	8.3
65-69	2.9
70 or more	0.5

Racial and ethnic background

American Indian	0.9%
Asian-American	3.2
Black	4.0
Mexican-American	0.8
Puerto Rican-American	0.4
White	90.4
Other	2.1

Sex

Male	71.2%
Female	28.8

Marital status

Married	75.9%
Separated	1.3
Single, never married	10.9
Single, with partner	2.4
Single, divorced	8.3
Single, widowed	1.2

Highest degree earned

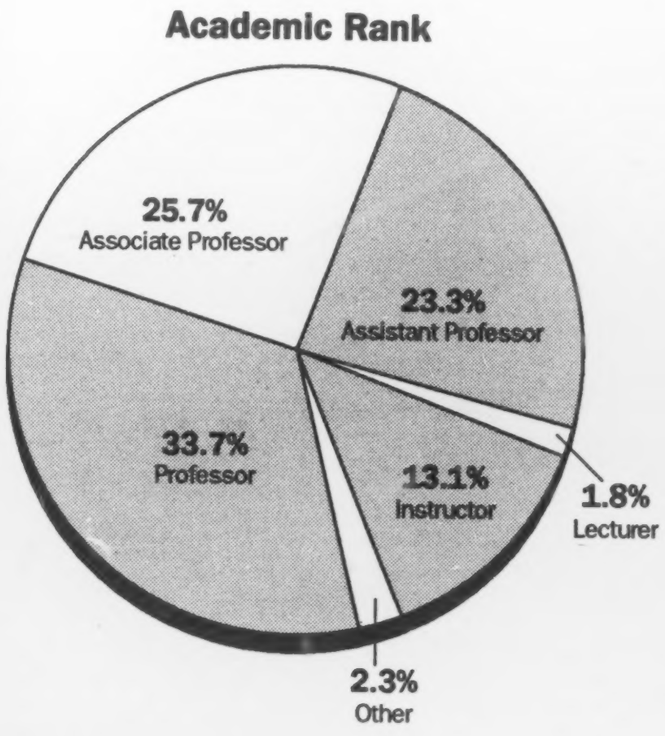
Bachelor's	3.2%
Master's	28.1
LL.B. or J.D.	0.7
M.D. or D.D.S.	0.4
Ed.D.	4.7
Ph.D.	56.3
Other first-professional	0.6
Other degree	4.0
None	2.0

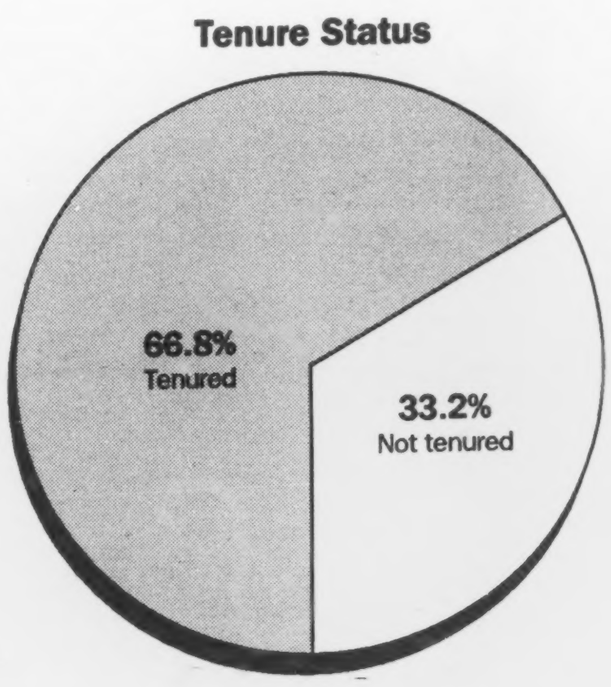
Year highest degree earned

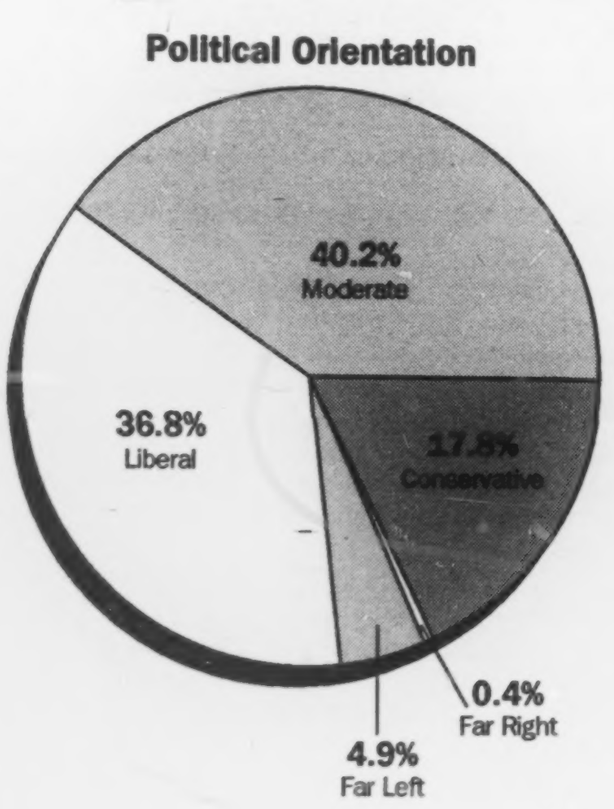
1951 or earlier	2.6%
1952-1956	3.2
1957-1961	5.7
1962-1966	11.3
1967-1971	17.8
1972-1976	18.0
1977-1981	15.6
1982-1986	16.5
1987-1989	9.2

How Professors Spend Their Time

	Proportion reporting number of hours per week								
	0	1-4	5-8	9-12	13-16	17-20	21-34	35-44	45+
Teaching	0.3%	7.2%	26.2%	32.0%	17.6%	10.1%	5.9%	0.5%	0.1%
Preparing for teaching	0.3	8.4	22.9	25.2	17.3	13.8	9.4	2.0	0.7
Research and scholarly writing	20.2	27.9	16.4	12.4	7.3	6.7	6.3	1.8	1.0
Advising or counseling students	2.6	56.6	29.5	8.0	2.0	0.9	0.4	0.1	0.0
Committee work / meetings	4.6	68.8	20.6	4.3	1.1	0.3	0.1	0.0	0.0
Other administration	36.5	38.6	11.5	5.8	3.0	2.3	1.7	0.4	0.2
Consultation with clients or patients	68.8	20.7	6.3	2.2	0.8	0.6	0.4	0.1	0.1







Field of highest degree

Agriculture or forestry	1.4%
Biological sciences	6.1
Business	6.4
Education	15.0
Engineering	5.1
English	6.8
Fine arts	8.3
Health-related	4.8
History or political science	6.5
Humanities	8.2
Mathematics or statistics	5.6
Physical sciences	6.8
Social sciences	12.5
Other technical	1.5
Other non-technical	5.0

Department of current faculty appointment

Agriculture or forestry	1.6%
Biological sciences	5.6
Business	8.6
Education	8.5
Engineering	4.9
English	7.4
Fine arts	8.6
Health-related	5.9
History or political science	5.7
Humanities	8.0
Mathematics or statistics	6.1
Physical sciences	6.7
Social sciences	12.1
Other technical	3.7
Other non-technical	6.5

Base institutional salary (rounded to nearest thousand)

Less than $20,000	0.5%
$20,000-$29,000	7.3
$30,000-$39,000	17.0
$40,000-$49,000	27.7
$50,000-$59,000	19.6
$60,000-$69,000	15.2
$70,000-$79,000	6.0
$80,000-$89,000	3.7
$90,000-$98,000	1.2
$99,000 or more	1.6

Professional writings accepted or published in last two years

None	45.3%
1-2	25.7
3-4	15.8
5-10	10.8
11-20	1.9
21-50	0.4
50 or more	0.1

Activities in last two years

Taught an honors course	18.0%
Taught an interdisciplinary course	34.3
Taught a general-education course	45.2
Taught a developmental or remedial course	14.6
Taught an ethnic-studies course	6.2
Taught a women's-studies course	5.1
Team-taught a course	35.6
Worked with students on a research project	62.7
Attended a racial / cultural awareness workshop	27.1
Participated in seminar to integrate women's and minorities' perspectives in regular courses	17.2
Held a faculty council office	25.6
Used intra- or extramural funds for research	42.7
Served as a paid consultant	46.3

Professional goals noted as essential or very important

	Total	Men	Women
Engage in research	58.5%	61.1%	52.3%
Engage in outside activities	52.5	49.8	59.1
Provide services to the community	43.4	39.9	52.0
Participate in committee or other administrative work	29.2	25.7	37.9
Be a good colleague	80.0	77.4	86.4
Be a good teacher	98.2	98.1	98.4

Aspects of job noted as very satisfactory or satisfactory

Salary and fringe benefits	44.5%	44.3%	44.9%
Opportunity for scholarly pursuits	45.4	48.4	37.8
Teaching load	50.3	51.3	47.7
Quality of students	37.5	35.5	42.5
Working conditions	64.6	65.7	62.0
Autonomy and independence	82.9	83.3	81.9
Relationships with other faculty	75.1	74.5	76.5
Competency of colleagues	68.4	68.1	69.0
Visibility for jobs at other institutions and organizations	43.1	43.7	41.7
Job security	74.6	77.7	66.9
Undergraduate course assignments	77.5	77.8	76.8
Graduate course assignments	72.3	73.9	66.0
Relationship with administration	51.8	50.7	54.4
Overall job satisfaction	69.2	69.0	69.8

Sources of stress during the last two years

Managing household responsibilities	63.7%	59.8%	73.3%
Child care	28.9	29.0	28.6
Care of elderly parent	26.3	25.5	28.4
My physical health	37.9	36.0	42.7
Review / promotion process	45.7	43.8	50.5
Subtle discrimination	29.2	21.6	47.9
Long-distance commuting	16.8	14.3	22.8
Committee work	57.5	55.8	61.9
Faculty meetings	49.6	48.5	52.3
Colleagues	54.2	53.0	57.3
Students	50.4	48.2	55.6
Research or publishing demands	50.4	51.4	47.8
Fund-raising expectations	20.8	21.9	18.0
Teaching load	65.0	62.1	72.1
Children's problems	31.5	32.5	29.0
Marital friction	23.8	24.7	21.5
Time pressures	83.5	80.7	90.5
Lack of personal time	79.8	76.2	88.7

Attributes noted as being very descriptive of own institution

It is easy for students to see faculty outside of regular office hours	33.6%	33.6%	33.7%
There is a great deal of conformity among students	24.6	25.1	23.3
Most students are very bright	8.9	9.0	8.6
The administration is open about its policies	11.9	11.5	13.0
There is keen competition among most students for high grades	20.1	20.5	19.0
Course work is definitely more theoretical than practical	8.6	9.3	6.6
Faculty are rewarded for their advising skills	2.0	1.9	2.2
Students have little contact with each other outside of class	11.6	11.4	12.0
The faculty are typically at odds with the campus administration	18.6	19.1	17.5
Intercollegiate sports are overemphasized	16.1	17.1	13.5
Classes are usually informal	19.8	19.8	19.8
Faculty here respect each other	31.7	30.1	35.7
Most students are treated like "numbers in a book"	5.9	6.3	4.8
Social activities are overemphasized	6.6	7.1	5.6
There is little or no contact between students and faculty	5.1	5.5	4.3
The student body is apathetic and has little "school spirit"	17.0	18.3	13.7
Students here do not usually socialize with one another	6.0	5.8	6.4
Faculty are rewarded for being good teachers	9.8	9.6	10.2
Student services are well supported	18.8	18.6	19.4

Agree strongly or somewhat that at own institution

	Total	Men	Women
Faculty here are interested in students' personal problems	73.8%	71.9%	78.5%
Most faculty are sensitive to the issues of minorities	69.1	69.5	68.0
The curriculum has suffered from faculty overspecialization	28.3	29.8	24.5
Many students feel like they do not "fit in"	25.1	25.8	23.4
Faculty are committed to the welfare of institution	76.1	75.2	78.2
Many courses include minority-group perspectives	36.0	34.6	39.6
Administrators consider student concerns when making policy	59.7	59.3	61.0
Faculty here are strongly interested in the academic problems of undergraduates	76.4	75.3	79.0
There is a lot of campus racial conflict	11.8	11.0	13.8
Students here resent taking courses outside their major	42.6	42.8	42.2
Students of different racial or ethnic origins communicate well with one another	59.0	59.3	58.4
Campus administrators care little about what happens to students	23.8	24.8	21.4
There is little trust between minority-student groups and campus administrators	27.5	28.2	25.7
Faculty here are positive about the general-education program	72.5	71.6	74.7
Many courses include feminist perspectives	28.8	29.8	26.3
There are many opportunities for faculty and students to socialize with one another	38.4	39.3	36.1
Administrators consider faculty concerns when making policy	50.0	50.3	49.1
Faculty feel that students are well prepared academically	27.4	26.6	29.5
Student-affairs staff have the support and respect of faculty	58.5	56.7	63.0
Institutional demands for doing research interfere with my effectiveness as a teacher	26.7	26.9	26.2

Issues noted as being of highest or high priority at own institution

Promoting the intellectual development of students	76.1%	75.5%	77.6%
Helping students examine and understand their personal values	47.4	45.6	51.7
Increasing the representation of minorities in the faculty and administration	46.9	46.1	49.0
Developing a sense of community among students and faculty	41.0	38.7	46.5
Developing leadership ability among students	37.6	35.5	43.0
Conducting basic and applied research	44.5	47.0	38.4
Raising money for the institution	58.3	57.2	61.2
Developing leadership ability among faculty	24.0	22.0	28.9
Increasing the representation of women in the faculty and administration	39.2	40.9	34.8
Facilitating student involvement in community-service projects	23.3	21.2	28.4
Helping students learn how to bring about change in American society	21.1	19.4	25.3
Helping solve major social and environmental problems	26.3	25.9	27.2
Maintaining a campus climate where differences of opinion can be aired openly	52.0	53.4	48.5
Increasing or maintaining institutional prestige	75.3	75.0	76.2
Developing among students and faculty an appreciation for a multicultural society	46.5	44.5	51.5
Hiring faculty "stars"	26.8	26.9	26.4
Economizing and cutting costs	54.5	53.0	58.3
Recruiting more minority students	46.9	45.8	49.7
Enhancing the institution's national image	61.7	62.6	59.6
Creating a positive undergraduate experience	69.2	68.0	72.1
Creating a diverse multicultural environment on campus	40.0	38.2	44.3
Enhancing the out-of-class experiences of students	28.8	27.2	32.6

Note: The figures are based on survey responses of 35,478 faculty members at 392 colleges and universities. The survey was conducted in the fall and winter of 1989-90 and was limited to full-time professors who spent at least part of their time teaching undergraduates. The response rate was 55 per cent. The figures were statistically adjusted to represent the total population of full-time faculty members. Because of rounding or multiple responses, figures may add to more than 100 per cent.

SOURCE: "THE AMERICAN COLLEGE TEACHER: NATIONAL NORMS FOR THE 1989-90 H.E.R.I. FACULTY SURVEY," PUBLISHED BY UNIVERSITY OF CALIFORNIA AT LOS ANGELES HIGHER EDUCATION RESEARCH INSTITUTE

Advertisement

The Learning Society:
Does Anybody Know...?

By Bernard R. Gifford, Ph.D.
Vice President, Education
Apple Computer, Inc.

I'm often struck by the fact that the stronger a new technology's influence, the faster it fades from consciousness. The more we incorporate it into our lives, the harder it is to see. As Marshall McLuhan once said: "I don't know who discovered water, but I'm sure it wasn't a fish."

The idea of vanishing technology is very much in the air these days. John Seely Brown of Xerox put it this way in the most recent issue of *Harvard Business Review*: "When information technology is everywhere and can be customized to match more closely the work to be done, the technology itself will become invisible. Technology is finally becoming powerful enough to get out of the way."

O.B. Hardison, Jr., said it another way in *Disappearing Through the Skylight Culture and Technology in the Twentieth Century*: "Anyone who discusses modern culture has to do a great deal of contemplating of the invisible in the obvious."

I contemplated the "invisible in the obvious" as I thought more about Uncle Ezra, the on-line counseling service at Cornell University that I described in my last column. Certainly advice to the lovelorn is as old as Cayuga's waters...or almost. But this is counseling with a difference—counseling made possible by the computer. It is but one of the many creative uses that people are finding for electronic mail (E-mail).

Today, millions of people around the world send and receive E-mail every day, and they can't imagine living without it—from scientists and financiers to student pen pals to Desert Storm troops receiving electronic letters from home. Its impact is now so pervasive that it is not apparent. So I wondered: How much do we really know about this new forum for human communication and its impact on that late-twentieth-century primate, the "user"?

When I looked into it, I found that the last decade has produced a substantial body of research on the impact of electronic communication, including *Connections*, a book by Lee Sproul and Sara Kiesler of Carnegie Mellon University that has just been issued by The MIT Press.

Sproul and Kiesler argue that while electronic mail enhances efficiency—keeping dispersed groups in touch and cutting down on telephone tag—its more profound impact is on the ways that people collaborate and reach decisions. When people communicate by computer, the authors say, they don't just cross time and space; they cross social barriers as well. "New communication technology," they conclude, "is surprisingly consistent with Western images of democracy."

E-mail reduces human communication to text, leaving out clues to the sender's status, age, and even gender—all of the things that too often determine how much weight we give to someone's idea. Sproul and Kiesler note that when people communicate electronically, they may be identified only by a deliberately obscure computer address: "AS6Y@ANDREW; DAS@FAS.RI; HAS@A.GP.CS. These are the computer names and addresses of the three employees of our university whose last name is Simon. One is a secretary, one a staff engineer, and one a Nobel Prize winner. Who's who?"

But do electronic mail and computer conferencing actually result in more democratic decision making? If you've got a great idea, but not much status, are you more likely to make a difference? Sproul and Kiesler report on their research:

• When groups of executives met face to face, the men were five times as likely as the women to advance the first proposal—the one most likely to carry the day. When those same groups met via computer, the women were just as likely to make the first proposal.

• When pairs of graduate students and undergraduates met face to face to decide on a joint project, the graduate student's topic was usually chosen. When equivalent pairs met electronically, they were just as likely to choose the undergraduate's topic.

• In face-to-face meetings, an MBA candidate tended to dominate discussion even when college freshmen knew more about the topic. This dominance declined when the group collaborated electronically.

Of course, electronic discussions will never completely take the place of face-to-face meetings. When you want to motivate people, when you want to gauge the impact of your remarks, and when you're as eager to convey feelings as information, you've got to be there. That's why, despite all the technology at my disposal, I travel as much as I do.

Electronic communication has its limits, but within those limits, it is powerful indeed. It encourages groups to take more risks. It gives people in organizations access to individuals at every level. (The electronic open-door policy at Apple means that any of us can send ideas and reactions to CEO John Sculley—and we often do.)

And it allows you to ask large numbers of people that critical question: *Does anybody know?*

For example: Does anybody know of other recent studies of electronic collaboration? Does anyone know when advice to the lovelorn first appeared in published form? And if not fish, who did discover water?

You can respond to these questions (or to any of my columns) at my AppleLink address: Gifford.B.

Humanities Fellowships Said to Reach Fewer Scholars and to Be Worth Less

Continued From Page A15

programs are spending about $9.9-million to finance 426 fellowships. In academic 1983-84, they provided $9.7-million for 511 awards.

The report also documents the following trends in spending on fellowships from 1983-84 through the current academic year:

■ The total amount spent by the four programs rose steadily from 1983 to 1987, reaching a high point of $11.1-million in 1987, but has declined since then.

■ The average stipend increased from $18,324 to $21,749, but when adjusted for inflation, it fell from $18,324 to $13,376.

■ The N.E.H.'s share of total funding from the four programs increased, to 63.97 per cent from 56.7 per cent.

Douglas Greenberg, the council's vice-president and the report's author, said in an interview that he hoped the study would be the start of a national effort to increase financial support for humanities scholars. The council plans to examine next whether the pattern for fellowship spending has been offset by increased financing for the growing number of campus-based humanities centers.

Mr. Greenberg said the spending pattern documented in the report reflected a feeling among the public that support for humanities scholars is not a high priority, because they are not seen as being involved in society's most pressing issues. "People want quick fixes to social problems," he said. "But our viewpoint is, we're the memory of civilization."

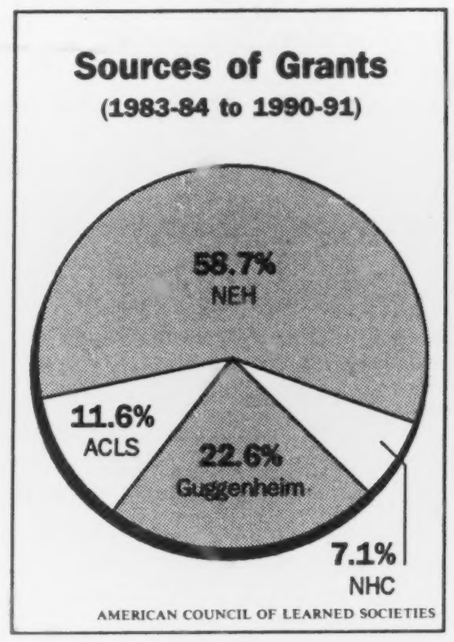
'Short-Sighted'

The report concludes that the trend in spending for fellowships is especially distressing at a time when many institutions are concerned about budget problems and about recruiting a sufficient number of scholars in the future.

"The unwillingness of so many private foundations, to say nothing of corporations and the federal government, to provide more long-term assistance with fellowship funding is thus short-sighted," the report says. A footnote to the report calls the Andrew W. Mellon Foundation's support for the humanities "unwavering," but says the Ford Foundation, the Rockefeller Foundation, and the Carnegie Corporation of New York "have entirely abandoned their historical role with respect to unrestricted humanities fellowships."

Judith Pinch, vice-president of the Woodrow Wilson National Fellowship Foundation, which administers numerous fellowship programs, noted that many large foundations had instead chosen to support specific projects, such as public-policy research, minority education, and public-school programs. She also suggested that a chilly national climate for humanities scholars doing non-traditional work may explain why fellowship funding has remained flat, particularly at the N.E.H.

"I think it's a reflection of a whole government cutback in the arts and education, but I think there may be a corollary sense at the endowment that maybe these humanities fields are taking turns the average citizen wouldn't much care about," she said.



Guinevere L. Griest, director of the N.E.H.'s division of fellowships and seminars, dismissed such suggestions, and noted that applications for N.E.H. fellowships were up sharply this year—1,803 compared with 1,557 last year. In 1983-84 there were 1,800 applications.

In a discussion of the four fellowship programs, the report notes that application levels for fellowships offered by the A.C.L.S. and the humanities center increased. It suggests that one reason for the dramatic increase at A.C.L.S. is the council's reputation for openness to many kinds of scholarship. But it also points out that the drop in the council's fellowship spending and in the number of awards is of special concern because the A.C.L.S. program is the only one with direct ties to the academic community.

NEH Is Most Generous

"Political pressures in government and changing fashions in the foundation world will always be a concern to A.C.L.S., but they will never threaten the existence of our fellowship program," it concludes.

In terms of financing, the N.E.H. program has consistently been the most generous, the report says. The National Humanities Center, which operates a residential fellowship program from its base in Research Triangle Park, N.C., has also had a consistent record of providing support, but unless it can significantly increase its stipends, "it seems unlikely that it will be able to attract as many distinguished scholars in the future," the report says. The Guggenheim Foundation is described as the healthiest of the four. Its fellowship spending dropped the most, mainly because it took steps to correct a policy that had permitted the foundation to invade its principal. But those steps will help in the long term, the report concluded.

—CAROLYN J. MOONEY

U. of South Carolina Asked to Release Details on Payments for Sen. Hatfield

COLUMBIA, S.C.

Federal investigators have asked the University of South Carolina to release all documents detailing expenditures that the university made for any meals, gifts, or travel provided to Sen. Mark O. Hatfield, an Oregon Republican, a university spokeswoman confirmed last week.

The spokeswoman, Debra K. Allen, said the Columbia office of the Federal Bureau of Investigation had requested documents from a discretionary account provided for the office of James B. Holderman, the university's former president. Senator Hatfield was among those who received gifts from the fund.

Discretionary Account Used

Mr. Holderman, who resigned last year amid controversy over his expenditures, was indicted in March on charges that he had used his position to obtain financial gain and had failed to pay proper taxes. Documents released by the university's research and development foundation following a court order in February provided information that led to the indictments.

Mr. Hatfield's connection to the university came to light earlier that month, when the university disclosed the names of people who had received gifts from Mr. Holderman, purchased with money from his office's discretionary account. The fund contains money generated through concessions sales, but receives no state appropriations or tax money.

Documents from the research foundation and the university's discretionary fund revealed that Mr. Hatfield had received nearly $10,000 in gifts through both funds from 1983 to 1987. Among the gifts were two pieces of Steuben glass, porcelain, and a John James Audubon print.

Mr. Hatfield's son also received a four-year scholarship to the university, the senator's spokesman has said.

During that time, while Mr. Hatfield was chairman of the Senate Appropriations Committee, the university received an earmarked $16.3-million appropriation from the Energy Department to complete building projects on the campus.

Mr. Hatfield has said the gifts did not influence any decision about money for the university.

Mr. Hatfield did not report the gifts on disclosure statements he is required to file each year—a violation of Senate rules. Bill Calder, a spokesman for the Senator, said Mr. Hatfield had made a mistake in not reporting the gifts.

Mr. Calder said Mr. Hatfield's office had received no formal notification of any investigation. F.B.I. officials would not comment on whether an investigation was being conducted. —COURTNEY LEATHERMAN

Business & Philanthropy

Give & Take

Students at Howard University will soon be contributing to the university's endowment, under a plan approved last month.

Each semester, all Howard students will pay a self-imposed $15 surcharge, which will go into the university's $85-million endowment. The plan—called the "Independence Initiative"—was approved by Howard's Board of Trustees and has been endorsed by student leaders and the student newspaper. Each payment will be matched by a contribution from the federal government. In four years, Howard says, the plan will raise about $2.5-million for the endowment.

Students will be getting something back for their payments: Half of the interest earned on the money will provide financial assistance to students and promote academic programs.

President Franklyn G. Jenifer "will now be able to tell Congress that Howard's future alumni are behind the university 100 per cent," says M. Kasim Reed, the university's undergraduate trustee, who developed the idea. "The Independence Initiative will send a clear message that, from the day of their arrival on campus, Howard students can be counted on to support the greater good of the university."

The university expects the payments to generate $139,500 in the first semester. With the matching federal funds, $279,000 will be contributed to the endowment.

At an interest rate of 6 per cent, the money would earn $16,740 in the first year, half of which will be available for financial aid and academic programs, the university said.

■

Yale University has closed the books on its inquiry into whether it might legally own the "St. Petersburg Times."

In January, Yale questioned whether the Poynter Institute for Media Studies really owned the Florida newspaper. The university had learned that the will of Nelson Poynter, the paper's late owner, directed that Yale be given ownership if the Internal Revenue Service ruled that the institute was not a tax-exempt organization. Yale requested tax documents from the institute and the I.R.S..

"After careful consideration of this very complex matter, we are persuaded that Nelson Poynter's primary intent in structuring his affairs as he did should not be challenged by the university," said a statement released by the institution. "Yale, a secondary—and contingent—object of Poynter's benefactions in his will, respects the fact that it was not a primary beneficiary."

George K. Rahdert, a lawyer for the *Times*, said he was "very pleased" with how fast the dispute had been resolved. "Legally and morally they came to the correct conclusion," he said.

Voluntary Support of Higher Education by Type of Institution, 1988-89 and 1989-90

	1988-1989			1989-90			
	Number of institutions	Amount	Average per institution	Number of institutions	Amount	Average per institution	Change in average
Research	182	$4,941,656,000	$27,152,000	179	$5,502,274,000	$30,739,000	+13.2%
Private	74	2,690,876,000	36,363,000	70	2,894,438,000	41,349,000	+13.7
Public	108	2,250,780,000	20,841,000	109	2,607,836,000	23,925,000	+14.8
Comprehensive	348	959,601,000	2,757,000	326	924,462,000	2,836,000	+ 2.8
Private	195	711,629,000	3,649,000	175	642,969,000	3,674,000	+ 0.7
Public	153	247,973,000	1,621,000	151	281,493,000	1,864,000	+15.0
Liberal arts	336	1,141,817,000	3,398,000	323	1,284,773,000	3,978,000	+17.0
Private	329	1,134,965,000	3,450,000	317	1,280,695,000	4,040,000	+17.1
Public	7	6,853,000	979,000	6	4,078,000	680,000	−30.6
Specialized	123	431,430,000	3,508,000	107	417,214,000	3,899,000	+11.2
Private	109	311,718,000	2,860,000	91	254,233,000	2,794,000	− 2.3
Public	14	119,712,000	8,551,000	16	162,981,000	10,186,000	+19.1
Two-year	143	71,970,000	503,000	121	85,275,000	705,000	+40.0
Private	24	27,473,000	1,145,000	26	25,799,000	992,000	−13.3
Public	119	44,498,000	374,000	95	59,476,000	626,000	+67.4
All institutions	**1,132**	**$7,546,475,000**	**$6,666,000**	**1,056**	**$8,213,998,000**	**$7,778,000**	**+16.7%**

SOURCE: COUNCIL FOR AID TO EDUCATION

Contributions to Colleges Rose 10% in 1989-90, to $9.8-Billion, but Some Fund Raisers Say Recession Is Now Affecting Gifts

Continued From Page A1

1989-90 because it was closing a capital campaign and received several large gifts.

Mr. Haley said he expected Johns Hopkins to raise $100-million by the end of this academic year. "What concerns me is that we don't have discussions going with donors about major gifts," he said. "People are concerned about the recession. and they tend to put off discussions like this."

At the University of Southern California, Roger F. Olson said his campus was feeling the effects of the slump in the defense industry and the California real-estate market. Southern California raised $126-million last year, up from $102-million in the previous year.

"I don't think there's any question that the recession has affected us," said Mr. Olson, the university's senior vice-president for university relations. "Our numbers are down, partly because we are coming out of a campaign and because we've had a considerable slowdown in charitable trusts. We're attentive to the problem, but we expect it to get better."

Increase Is Called 'Healthy'

The council's president called last year's increase "healthy" and said the council expected giving to show "steady and substantial" growth in coming years.

"During the current decade, voluntary support must be viewed in light of level enrollments and mounting pressure on colleges and universities to control expenditures," said Arnold Shore, the president, in a statement. "This means that today's increases in voluntary support will have an especially significant impact on the ability of higher-education institutions to meet the needs of their students."

The survey was also sponsored by the Council for Advancement and Support of Education and the National Association of Independent Schools.

Leading all institutions in private contributions was Harvard University, which regained the top spot after losing it to Stanford University for four consecutive years. Harvard, which is about to embark on a capital campaign to raise as much as $2-billion, raised $213-million, up 15 per cent from the previous year's total.

Stanford collected $202-million in 1989-90, a one-year increase of 7 per cent. Cornell University, the University of Pennsylvania, and Yale University held the next three spots, raising $161-million, $140-million, and $130-million respectively.

The biggest percentage increase among the top 20 institutions was posted by Indiana University, which raised $79-million in 1989-90, up from $40-million in the previous year—a 96-per-cent increase. Princeton University was the only university among the top 20 to record a decrease, dropping from $80-million to $75-million, a 6-per-cent decline.

David Morgan, the council's director of research, said he expected the rate of increase in overall giving to decline somewhat this year. "I hear from more institutions that they're having a harder time meeting their objectives," Mr. Morgan said. "But if we look at past trends, we see what a large role the stock market plays. So far, the stock market has not really been affected."

Research conducted for the council by Ralph Bristol, an economist at the University of New Hampshire, shows that the stock market affects alumni giving to four-year institutions more than any other factor. The market alone explained about two-thirds of the variance in the average alumni gift over time.

The council also released, for the first time, figures that show how much voluntary support each institution received per student.

Stanford led all institutions, with $14,113 raised for each of its 14,325 students. Next was the Massachusetts Institute of Technology, with $12,333 raised per student, and Princeton, with $11,831.

Alumni, Corporations Lead the Way

Spurring the overall rise in gifts were double-digit increases from alumni and corporations; each of the two groups increased its support of higher education by 11 per cent. Foundation giving to colleges climbed 10 per cent, while donations from religious organizations, after a 20-per-cent

Continued on Following Page

Top Institutions in Voluntary Support, 1989-90

	Total contributions	Amount per student
Harvard University	$213,451,868	$8,743
Stanford University	202,165,961	14,113
Cornell University	161,338,332	8,412
University of Pennsylvania	140,045,350	6,102
Yale University	130,000,100	11,796
University of Southern California	126,136,395	4,365
University of Wisconsin at Madison	124,399,972	2,874
Columbia University	123,225,490	7,029
Massachusetts Inst. of Technology	117,603,798	12,333
Johns Hopkins University	111,814,058	8,214

SOURCE: COUNCIL FOR AID TO EDUCATION

PHILANTHROPY NOTES

- **Fordham U. gets $10-million for new library**
- **Columbia U. given $10-million for institute**
- **$15-million goes to U. of British Columbia**
- **Gift to U. of N.C. will build business school**

A businessman who made his fortune promoting sports events has given $10-million to Fordham University for a new library.

The gift, from Daniel C. Shedrick, is the lead gift in Fordham's recently announced five-year, $150-million capital campaign.

Money raised in the drive will support endowed chairs and professorships, financial aid, and facilities. Fordham also hopes to raise $25-million for current operations.

Mr. Shedrick, who graduated from the university in 1964, is chief executive officer of Major League Marketing, a Connecticut company that manufactures, markets, and distributes baseball, football, and hockey cards. The company is a spinoff venture of Sports Marketing International, which Mr. Shedrick founded in 1979.

■

The head of a leading women's clothing company plans to give $10-million to Columbia University's business school to establish an international institute.

The gift is from Jerome A. Chazen, chairman of the board of Liz Claiborne Inc. It will endow the business school's new international institute, which will coordinate the school's international programs. The institute, to be named for Mr. Chazen, will provide a forum for students, government officials, and business professionals to examine issues affecting the global marketplace.

Mr. Chazen, who graduated from the Columbia School of Business in 1950, is one of the founders of Liz Claiborne Inc. Mr. Chazen became chairman of the company in 1989 after Ms. Claiborne, the designer, retired.

The gift from Mr. Chazen, who is a member of the school's Board of Overseers, brings to $40-million the total pledged in its $100-million capital campaign. The drive, which will be announced this fall, is part of Columbia University's current $1.15-billion campaign.

■

Peter Wall, an international financier, has given the University of British Columbia $15-million to establish an advanced-studies institute.

The gift will allow the university to model its own program after the Institute for Advanced Studies in Princeton, N.J. It is the largest donation in the university's history. Scholars at the institute, which will be named for Mr. Wall, will conduct research in a wide range of fields.

Mr. Wall is chief executive officer of the Wall Financial Corporation, a construction company in Vancouver. Mr. Wall, who is one of the company's founders, briefly attended the university.

■

The University of North Carolina at Chapel Hill has received $10-million from the William R. Kenan, Jr. Charitable Trust to help build a new business school.

The gift brings to $40-million the total amount contributed to the university by the Kenan family. The most recent gift will be credited to the university's capital campaign, which will be announced in October. The new $25-million business school will be named for the family.

Mr. Kenan, who graduated from the university in 1894, was involved in railroading, hotels, power plants, and other businesses. He also received an inheritance from his sister, Mary Lily Kenan Flagler, whose husband had helped found Standard Oil Company with John D. Rockefeller. Mr. Kenan left a large portion of his estate to the trust, which is based at the university, to support education.

—JULIE L. NICKLIN

Contributions to Colleges Rose 10%

Sources and Purposes of Voluntary Support: Estimates for All Institutions

	1989-90 *	Per cent	Percentage change 1-year	Percentage change 5-year
Sources				
Alumni	$2,540	25.9%	+10.8%	+74.0%
Other individuals	$2,230	22.8	+ 7.4	+57.5
Corporations	$2,170	22.1	+11.5	+37.9
Foundations	$1,920	19.6	+10.2	+63.4
Religious organizations	$240	2.4	+ 1.3	+15.4
Other	$700	7.1	+10.8	+43.7
Total	**$9,800**	**100%**	**+ 9.8%**	**+55.1%**
Purposes				
Current operations	$5,440	55.5%	+ 7.8%	+43.2%
Capital purposes	$4,360	44.5	+12.4	+73.0
Price Indices				
Consumer Price Index			+ 5.3%	+20.5%
Higher Education Price Index			+ 6.4	+28.2

* Millions of dollars

SOURCE: COUNCIL FOR AID TO EDUCATION

Continued From Preceding Page

increase the previous year, rose only 1 per cent. Giving by other organizations, such as clubs and fund-raising consortia, was up by 11 per cent, and contributions from non-alumni rose by 7.5 per cent.

Mr. Morgan said foundation and corporate giving to colleges remained highly concentrated. The top 40 institutions—in terms of corporate support—received half of all corporate gifts, while the top 37 institutions—in terms of foundation giving—netted half of all foundation dollars. The top 60 institutions overall received half of all voluntary giving, he said.

Based on the research, the council predicted that alumni would underwrite an increasing share of the cost of four-year higher education. Using conservative estimates for stock-market growth and inflation, the council calculated that in 2010 alumni would give more than $5-billion to colleges, almost twice as much as they gave this year.

For its 1989-90 survey, the council examined responses from 1,056 institutions, which reported voluntary support of $8.2-billion. The participants account for about 85 per cent of all gifts to colleges.

Copies of the two-volume report of the survey will be available later this month for $50 each, prepaid, from the Council for Aid to Education, 51 Madison Avenue, Suite 2200, New York 10010. ■

Top Institutions in Corporate Support, 1989-90

Massachusetts Institute of Technology	$50,819,238
Stanford University	48,579,351
University of Wisconsin at Madison	44,634,217
Cornell University	42,793,960
University of Minnesota	38,139,780
University of Southern California	37,164,246
Harvard University	36,478,488
University of Pennsylvania	34,564,359
Duke University	34,048,627
University of California at Berkeley	32,299,587

SOURCE: COUNCIL FOR AID TO EDUCATION

U. of Fla. Libraries Given $20-Million by Former Senator

GAINESVILLE, FLA.

George A. Smathers always has been fond of libraries. As a boy in Miami, he visited local libraries to check out as many novels, biographies, and history books as he could find. He was ready when his parents asked their children to recite poems or make speeches before evening dinner—a practice that prepared him for his career as a U.S. Senator.

This month, in what he said was his way of giving something back to his alma mater, Mr. Smathers announced that he would donate $20-million to the University of Florida for its libraries. The gift is among the largest to a public university.

"I always get inspiration from libraries because there is the accumulation of so much knowledge," Mr. Smathers said in an interview. They are a place of "comfort, inspiration, and peace," he said.

The gift, which will be made up largely of investments and properties in Miami and Washington, will be held in three separate trusts. Proceeds from the trusts will endow the George A. Smathers Libraries Fund to purchase books, buy electronic equipment, and preserve deteriorating materials. Mr. Smathers and his wife, Carolyn, will continue to earn interest on the trusts until their deaths.

Mr. Smathers's gift is among the 10 or so largest donations to public universities. In recent years, public institutions have aggressively raised private funds to make up for state budget cuts. Among the largest gifts to public universities are a $41-million donation in 1988 to the University of Texas Southwestern Medical Center from Harold C. Simmons and a $40-million gift in 1985 to the University of Illinois by the Arnold and Mabel Beckman Foundation.

Total Gifts of $24-Million

Although Mr. Smathers wanted to accept an athletic scholarship to the University of Illinois, his father, a federal judge, insisted that he go to the University of Florida, where he would meet people who could help build his career as a lawyer in the state, Mr. Smathers says.

After receiving his bachelor's and law degrees in the 1930's, Mr. Smathers became a federal prosecutor in Florida and joined the Marines in World War II. In the 1940's, he was elected to the U. S. House of Representatives. In 1951, he took Democrat Claude Pepper's seat in the Senate. Mr. Smathers, who retired from the Senate in 1969, now works with law firms in Miami, Jacksonville, and Washington.

Mr. Smathers has donated a total of $24-million to the university. In 1989 he gave $1.9-million to renovate one of its main libraries. His gifts have also supported the debate and football teams.

—JULIE L. NICKLIN

Private Grants and Gifts

EXXON EDUCATION FOUNDATION
225 East John W. Carpenter Freeway
Irving, Tex. 75062-2298

Education. To assess the Coalition of Essential Schools: $75,000 to Brown U.

Energy policy. For research on energy policy: $90,000 each to Massachusetts Institute of Technology and Stanford U.

Environment. For the International Environmental Policy Studies Program: $50,000 to Tufts U.

Minorities. For pre-collegiate science and engineering programs for members of minority groups: $200,000 to Columbia U.

Undergraduate education. For the Institute of General Education, in cooperation with the Association of American Colleges: $150,000 to U. of North Carolina at Asheville.

JAMES IRVINE FOUNDATION
One Market Plaza
Spear Tower
San Francisco 94105

Broadcasting. For research and development costs associated with gaining Federal Communications Commission approval for a new broadcasting signal: $150,000 to U. of Southern California.

Diversity. For the Project for Campus Community and Diversity: $188,500 to Western Association of Schools and Colleges.

International studies. For the Latin American Project: $50,000 to Stanford U.

—For the California–Mexico Project: $175,000 to U. of Southern California.

Support. For support of programs: $1-million to Santa Clara U.

W. M. KECK FOUNDATION
555 South Flower Street
Los Angeles 90071

Science education. For an outreach program for high-school education in biology: $500,000 over five years to California Institute of Technology.

—For equipment for research and teaching laboratories: $300,000 to Oberlin College.

—For science equipment: $300,000 to Oregon State U.

—For science facilities: $250,000 to St. Lawrence U.

—For an optics laboratory: $250,000 to Xavier U. (Ohio).

JAMES S. McDONNELL FOUNDATION
1034 South Brentwood Boulevard
St. Louis 63117

Education. To study the use of computer systems in secondary education in humanities and social sciences: $482,810 over three years to Brown U. (principal investigator: K. Spoehr).

—For a computer-based educational system: $522,218 over three years to Ontario Institute for Studies in Education (principal investigators: M. Scardamalia and C. Bereiter).

—For programs to encourage elementary-school students to become active learners: $557,519 over three years to U. of California at Berkeley (principal investigators: A. Brown and J. Campione).

—For teaching critical thinking: $393,723 over three years to U. of Rochester (principal investigator: S. Carver).

—For a high-school physics program: $543,556 over three years to U. of Washington and Mercer Island School District (principal investigators: E. Hunt and J. Minstrell).

—For video-based teaching materials: $685,517 over three years to Vanderbilt U. (principal investigator: J. Bransford).

—For programs on teaching practical intelligence and using creative skills: $516,198 over three years to Yale U. and Harvard U. (principal investigators: R. Sternberg and H. Gardner).

Mathematics education. To develop remedial math curricula for young children diagnosed as at-risk for later math difficulties; $354,313 over three years to Clark U. and Stanford U. (principal investigators: R. Case and S. Griffin).

Writing. To develop cognitively based models for writing instruction: $219,960 over three years to Gonzaga U. and Washington State U. (principal investigators: B. Sitko and J. Abi-Nader).

GIFTS & BEQUESTS

Austin Peay State University. For scholarships in the President's Emerging Leaders Program: $1-million from the estate of Finley Elder Gracey.

Loyola University Chicago. For a professorship in business ethics: $2-million from present and former members of the university's board of trustees.

New York University. For the Institute of Fine Arts: $7.5-million from John L. Loeb.

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News Summary

Articles on inside pages

The lowly slug is a particularly useful model for biological research, says a zoologist at the U. of Washington: Page A5.

Revisiting the nature vs. nurture debate, a historian has looked anew at the influence of biology on behavior: Page A5.

For the eighth year in a row, engineering professors are earning more than their colleagues in other fields, an annual survey shows: Page A13.

A program that provides funds for higher education's "have nots" may be in for rocky times during the reauthorization of the Higher Education Act: Page A19.

The N.S.F. has chosen 10 states to receive $75-million to improve the teaching of mathematics and science in schools and colleges: Page A19.

Colleges in two states are competing to educate 5,000 students who were displaced when Kuwait U. was destroyed in the war: Page A29.

Most of the colleges ordered by the F.T.C. to produce documents related to their sports programs plan to fight parts of the order: Page A31.

An international student group is trying to transform itself from a tool of Communist propaganda into a democratic body: Page A33.

The Soviet Union has moved to ease admissions to higher-education institutions: Page A33.

SECTION 1	Pages A1-40
Athletics	A31-32
Books	A11, 18
Business & Philanthropy	A28
Coming Events	A38
Computers	A18
Deadlines	A39
Deaths	A38
Fact Files	A14, 26
Gazette	A36
Government & Politics	A19-27
Grants	A28
International	A33-35
Personal & Professional	A13-18
Scholarship	A5-12
Students	A29-30
SECTION 2	**Pages B1-40**
Arts	B5
Bulletin Board	B7-39
End Paper	B40
Opinion & Letters	B1-4, 6

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Sharon Boots, managing editor of the journal "Analytic Chemistry": "This publish-or-perish business is getting out of hand."

Efforts to Cut Amount of 'Trivial' Scholarship Win New Backing From Many Academics

By CAROLYN J. MOONEY

For years academics have weathered criticism that they spend too much time publishing too much research of too little value.

Now an increasing number of them are starting to agree with their critics.

Maybe, they say, academics *are* publishing too much—for the wrong reasons. Many academic administrators, scientific-journal editors, and scholars interviewed by *The Chronicle* said they welcomed new efforts to emphasize quality over quantity in a faculty-reward system that is widely seen as equating the two.

The latest critic to suggest such a change is the president of Stanford University, Donald Kennedy, who recommended that Stanford limit the number of publications

Continued on Page A13

Overhead-Cost Limits Proposed; IRS Plans Its Own Investigation

- The White House wants new limits on overhead payments for federally supported research.
- The I.R.S. plans to probe some universities involved in the scandal.

STORIES ON PAGE A19

Up to 300 Institutions May Be Cut by U.S. From Loan Programs

Target: colleges and trade schools with default rates above 35%

By THOMAS J. DeLOUGHRY

WASHINGTON

The Education Department last week proposed strict rules for cutting colleges and trade schools out of the student-loan programs if they have default rates above 35 per cent. The proposed regulation would leave affected colleges with little chance of escaping the cutoff, which would take effect July 1.

The department estimated that between 200 and 300 institutions are in danger of being dropped from the loan program. The department would not identify the institutions, but the number of non-profit colleges involved is believed to be about 50. Most of them are community and technical colleges.

Congress has exempted historically black colleges and community colleges controlled by Indian tribes from the cutoff until 1994.

Under the proposed regulation, institutions in danger of becoming ineligible for student loans could win a reprieve only if they could prove that the government miscalculated their default rates or if they could show dramatic progress in limiting defaults.

Stems From Deficit-Reduction Law

The proposed regulation, which was published in the May 13 *Federal Register*, stems from a deficit-reduction law that Congress approved in October. In an effort to save $1.1-billion over five years, lawmakers voted to bar institutions from federal loan programs if their default rates in the Stafford Loan Program have exceeded

Continued on Page A25

Pre-Med Students Focus on Liberal-Arts Courses to Prepare for New Exam

By SUSAN DODGE

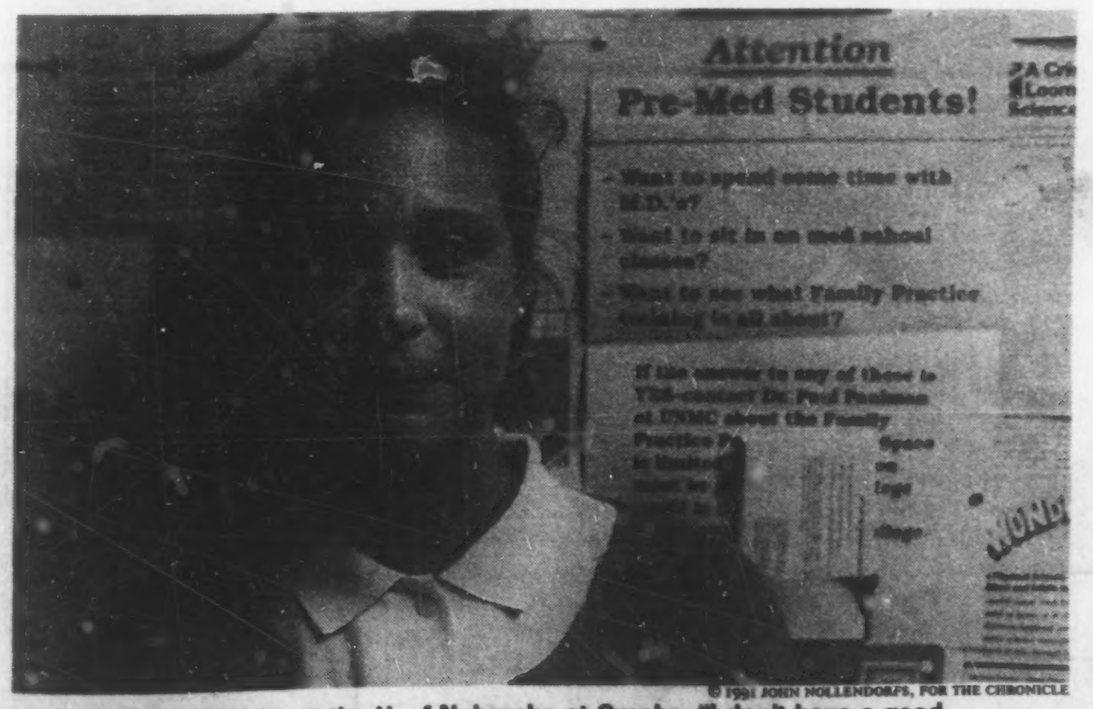
Pre-med students, who for years have loaded their academic schedules with science and mathematics, are now taking more liberal-arts courses, keeping daily journals, and reading English-composition books in their spare time to prepare for the new Medical College Admissions Test.

The new version of the MCAT, which was offered for the first time last month, includes fewer factual questions on scientific principles and more sections that test students' analytical capabilities. In addition, a new essay section requires the test takers to write on such subjects as art, business, ethics, history, and politics.

The changes worry some students.

Emily Sharpe, a senior at the University of Nebraska at Omaha, says she took only the one English-composition course that her university requires. "I don't have a good English background," she says. "I

Continued on Page A29



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Emily Sharpe, a senior at the U. of Nebraska at Omaha: "I don't have a good English background. I can write and get by, but I'm just not a born writer."

MARGINALIA

News item in *The New Hampshire*, the newspaper at the University of Guess-What:

"New Hampshire Gov. Judd Gregg steadfastly defended his position that the University System of New Hampshire (USNH) must face possible budget cuts. . . .

"Senate President Edward Dupont (r&d, Rochester) said that he hopes the worst case scenario for the university will be level funding."

The New Hampshire's headline:

WORST CASE SCENE: STATE BELEVELS USNH FUNDS

■

Another headline, from *The Ram Page*, the student paper at Angelo State University:

27 MILLION AMERICANS FUNCTIONALLY ILLERATE

■

Notice in *Monday Morning*, a calendar of events on the campus of the University of North Carolina at Asheville:

"Cooking With Jazz, brought to you by the Department of Health and Fitness and 23 Page Restaurant will be held in the private dining room of the Highsmith Center. This luncheon demonstration includes such delicacies as chilled children stuffed with roasted red peppers and spinach, covered with tomato coulis."

Shucks! We're allergic to tomatoes.

■

More food news, this time from *Scoop Sheet*, a faculty-staff newsletter at the Community Hospital of Roanoke (Va.) College of Health Sciences:

"Don't forget that the A.H.E.A.D. team is now serving breakfast every Thursday morning from 7:30 to 10:30 a.m. outside the Respiratory Care Education offices on the seventh floor. The fare is delicious and inexpensive, and you often can find an unexpected delicacy such as last week's scrumptious banana pudding."

It ages well.

■

Sign in a waiting room at the University of California at Berkeley:

INTERN APPLICANTS
PLEASE TAKE A SEAT
AND WE WILL BE
OUT TO GET YOU

■

From *The Daily Anthenaeum*, the student paper at West Virginia University:

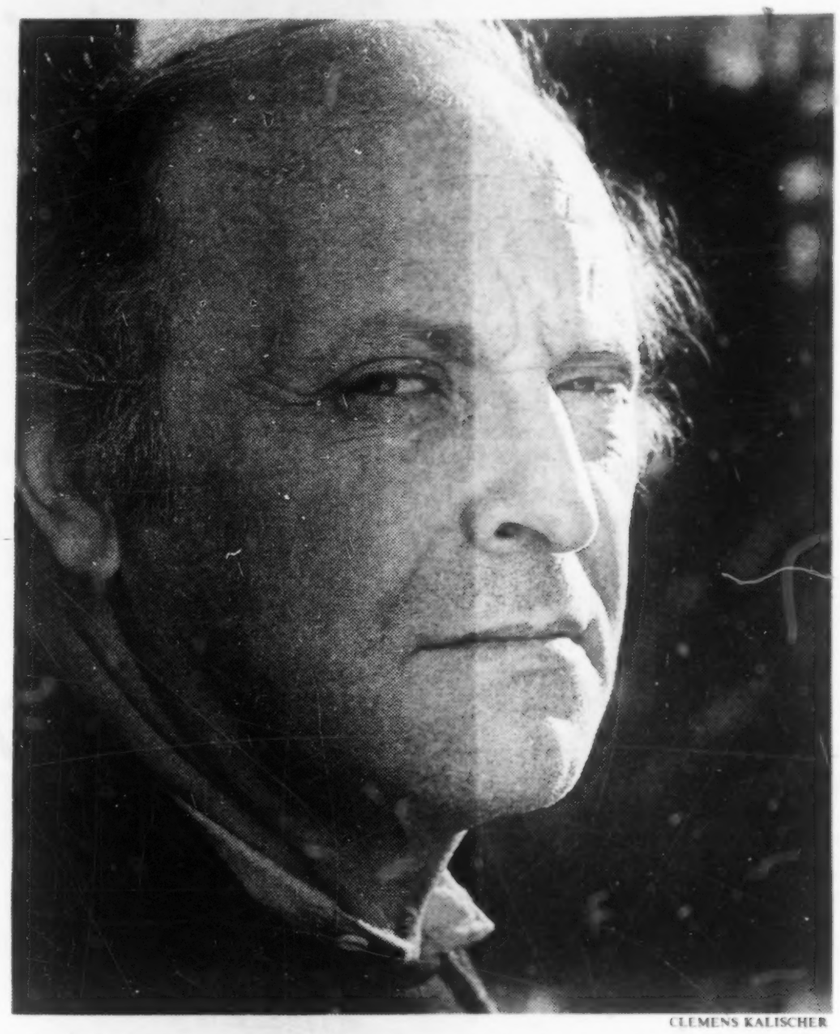
"The new Business and Economics building has faced some problems during the first three weeks of classes. . . .

"Once the air conditioning was revived, students still faced a lack of seating in the auditorium, and were forced to use folding cars."

Mercedes Bends?

—C.G.

In Brief



CLEMENS KALISCHER

Nobel Prize winner named Poet Laureate

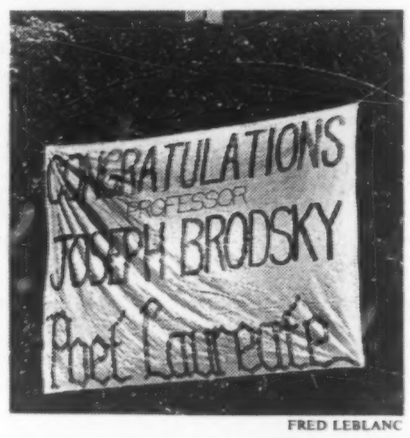
WASHINGTON—The long odyssey of Joseph Brodsky (*left*) has taken him from a prison camp in his native Soviet Union to Capitol Hill in his adopted United States. He has been named Poet Laureate and Consultant in Poetry to the Library of Congress, a post established by Congress in 1985 to honor the country's top poets. He will succeed Mark Strand, who in September returns to teaching at the University of Utah.

Mr. Brodsky won the Nobel Prize for Literature in 1987. He has published five volumes of poems since coming to the United States in 1972, when he was exiled from the Soviet Union for alleged crimes against the state, including trying to make a living as a poet.

Now a U.S. citizen, he has taught at several colleges and universities and has been on the faculty of Mount Holyoke College since 1981. He also is affiliated with New York University.

In announcing the appointment, James H. Billington, the Librarian of Congress, said of Mr. Brodsky: "His has been a powerful and evocative voice about Russian life and culture. But he has also become another in the long line of gifted new Americans who come to us from other shores and bring fresh creative resources into our national life."

The news was celebrated on the Mount Holyoke campus, where a main gate was draped with a congratulatory banner (*below*). Said the college's president, Elizabeth Kennan: "We are all changed by his presence and thrilled by this signal honor." ■



FRED LEBLANC

Baptists form new group to support education

ATLANTA—Motivated in part by their concerns over academic freedom at Southern Baptist colleges and seminaries, 6,000 moderate Baptists meeting here formed the Cooperative Baptist Fellowship. A chief aim of the organization is to generate support for moderate Baptist educational institutions.

"We're very much concerned about what is happening in Baptist higher education," said the Rev. John H. Hewett, an Asheville, N.C., minister who was elected to lead the fellowship. "We don't want to see faculty fired or degree-granting institutions turned into Bible colleges. We believe in free, open, and honest academic inquiry."

The Baptists who met here said they were tired of feeling shut out of the Southern Baptist Convention, which has been under fundamentalist leadership for the past 12 years. They said more-conservative Baptist forces had stifled debate both in the convention and at the six seminaries it controls. Baptist colleges and universities are controlled by state conventions.

Mike Bishop (*below*), vice-president for communications at Baylor University, said that by offering alternatives to Baptists who do not want to support fundamentalist-controlled institutions, the fellowship could put pressure on the Southern Baptist Convention.

"Ultimately, it could become a powerful force," Mr. Bishop said of the new group. "This could exert influence on the S.B.C. to return to the mainstream."

Baylor distanced itself from the state Baptist convention last year by setting up its own governing board. University officials said at the time that they feared that fundamentalists would gain control of the state convention, and, ultimately, of Baylor itself.

Officials of the Southern Baptist Convention declined to comment on the new group. ■

Report by endowment supports national testing

WASHINGTON—The kind of national system of testing found in most industrialized nations is a critical missing element of U.S. education, says the chairman of the National Endowment for the Humanities, Lynne V. Cheney, in a report released this week.

The report, "National Tests: What Other Countries Expect Their Students to Know," includes excerpts from achievement tests given to secondary-school students in Britain, France, Germany, Japan, and other nations. It points out that the United States has no equivalent exam that measures what students have learned in school.

The major tests for college entrance in this country—the Scholastic Aptitude Test and the American College Testing Program—measure aptitude rather than achievement, Mrs. Cheney notes in the report. The American tests deliberately avoid assessing factual knowledge, she says.

Mrs. Cheney rejects the notion that the country would have to turn to a rigorously defined national curriculum to have a valid national test. Experience in other countries has proved otherwise, she says.

Monty Neill, an official of the

National Center for Fair and Open Testing, which has pushed for testing reform, criticized the endowment's report.

In a statement, Mr. Neill said the kind of national tests supported by Mrs. Cheney would do little to improve the quality of American education. ■

Shevardnadze visits Boston U.

BOSTON—Former Soviet Foreign Minister Eduard A. Shevardnadze (*right*), on his first trip to the United States since quitting his post in December to protest the military crackdown in the Baltic republics, visited Boston University, where he delivered the commencement address and received an honorary degree. With him are his wife, Nanula, and an interpreter. ■

AGENCE FRANCE PRESSE

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Personal & Professional

'In' Box

In a letter to alumni, the president of Duke University tried last month to set the record straight about Duke's English department, which has become something of a reference point in the national debate over "political correctness."

In his letter, the president, H. Keith H. Brodie, addresses the fact that traditional academics have repeatedly attacked the department as being trendy and politically radical. He calls such labels "a splendid irony," noting that Duke was condemned as radical in the 1930's for introducing courses in American literature to the traditional curriculum of that period.

"I find this history to be useful in framing the context of the present debate at Duke," the president wrote.

In his letter, Dr. Brodie dismisses critics' claims that the department—renowned for its work in literary theory—is ignoring important works in the curriculum. He points to the university's 35 courses in English and British literature. The English department, he says, is simply "adding previous unstudied areas of literature to the coursework."

The letter is the first in a series that Dr. Brodie plans to send to alumni.

■

When Alleen Pace Nilsen's briefcase containing the only copy of her research data was stolen, she said she got little sympathy from her colleagues.

Many of them had similar horror stories to tell.

Inspired by those stories—and her own—Ms. Nilsen, assistant vice-president for academic affairs at Arizona State University, began collecting them. She found that stories of lost research data were not limited to such ordinary events as theft and computer mishaps. She also found, as she put it, that "there is life after data loss."

One story, she says, concerns a graduate student, now a genetics professor, who was working on a six-month-iong experiment that involved breeding 300 mice in total darkness. The student was in her laboratory during the final stage of her experiment when two maintenance workers lifted an air-conditioning unit out of the wall, exposing the entire room to light. (The surprised student soon began cleaning out cages to get ready to breed 300 new mice.)

Another graduate student, Ms. Nilsen recalls, saw his briefcase—containing all the notes for his dissertation prospectus—get swept down a roaring river. The student had got out of his car at a river crossing during a flood. As a piece of highway slid into the current, he jumped to safety. The briefcase he had been carrying was not as fortunate.

The student, by the way, dropped out of school for the semester because until the bridge was rebuilt, his commute to campus was over 100 miles long. He used the time off to rewrite his prospectus.

Engineers Are Atop Faculty-Salary Scale for 8th Straight Year

CUPA survey suggests professors in business will soon earn more

By COURTNEY LEATHERMAN

For the eighth consecutive year, engineering professors are earning more than their colleagues in other fields, an annual survey shows. But that trend may have run its course.

The survey, conducted by the College and University Personnel Association, examined faculty salaries at different ranks in various disciplines. It found that engineering professors at public institutions earned an average of $49,087 in the 1990-91 academic year—21 per cent more than the average for professors in all disciplines. Those at private institutions earned an average of $55,260—39 per cent more than the average for all professors, the survey found.

By comparison, sociology professors earned an average of $40,951 at public institutions and $37,517 at private colleges. Nursing professors earned an average of $34,801 at public institutions and $31,637 at private institutions.

Business-Related Fields Move Up

A report of the survey suggests that professors in business-related fields may soon be taking home bigger paychecks than their peers in engineering.

"Engineering may have crested," said Richard D. Howe, director of equal-opportunity programs at Appalachian State University, who directed the survey. It was based on data from more than 122,000 faculty members at 776 public and private institutions. The association has conducted a survey since 1982 to measure the salary levels of faculty members nationwide.

Mr. Howe said that he believed engineering professors would stay at the top of the pay scale for a few more years, but that one discipline had never remained at No. 1 for more than a decade.

In the meantime, "This was another year where those in disciplines that earn

"Those in disciplines that earn the good salaries are going to continue to get more money and those that earn the bad salaries are going to continue to get less money."

the good salaries are going to continue to get more money and those that earn the bad salaries are going to continue to get less money," Mr. Howe said. "It's regrettable, but I don't see any real changes."

That means that professors of education, nursing, and home economics remain at the bottom of the pay scale.

Mr. Howe did not predict that many of the lower-paid disciplines would move up the ranks, but he said he had hopes for nursing professors. "They're so well orga-

Continued on Page A15

QUALITY, NOT QUANTITY

Efforts to Limit 'Trivial' Scholarship Win Backing From Many Academics

Continued From Page A1

that candidates for tenure and promotion can submit to the panels that evaluate them.

"The overproduction of routine scholarship is one of the most egregious aspects of contemporary academic life," Mr. Kennedy told the university. "It tends to conceal really important work by its sheer volume, it wastes time and valuable resources, and it is a major contributor to the inflation of academic library costs."

The proposed limit—a policy adopted in recent years by Harvard University's Medical School and the National Science Foundation—is part of a comprehensive plan to devote more attention to teaching at Stanford.

It remains to be seen whether Stanford's faculty, distracted by budget problems and by a growing controversy over the university's indirect-research charges to the federal government, will agree to the proposal. Some Stanford professors have been sharply critical of it. But whatever the outcome, the fact that a major research university has acknowledged that "trivial" research is a problem is sure to stir discussion on other campuses.

"I strongly support the approach," says Peter E. Wagner, provost at the

STATE UNIVERSITY OF NEW YORK–BINGHAMTON

Peter E. Wagner, provost at the State U. of New York at Binghamton: If Stanford is acknowledging the problem of trivial research, "that might help."

State University of New York at Binghamton. "If Stanford's doing it, that might help." He may lobby his own faculty on the issue, he says.

Says Sharon Boots, managing editor of the journal *Analytic Chemistry*: "This publish-or-perish business is getting out of hand. I think it's a marvelous idea."

The idea behind Stanford's proposal is this: If scholars know that they can

Continued on Page A16

A Long-Time Critic Crusades to Expose the Flaws of the Faculty-Reward System

MADISON, WIS.

Pasupati Mukerjee, a professor at the University of Wisconsin's School of Pharmacy, is only half joking when he says he could use a liability-insurance policy. That way he'd be covered if any of his students ever accused him of teaching the work of scientists with questionable credentials—scholars like Archimedes, Einstein, Newton, and Planck.

Because some of history's finest scientists are known for making only a few key contributions, some might not get tenure or merit raises by today's standards, the feisty Mr. Mukerjee contends.

"If scientists are evaluated based on their lasting impact, those scholars would be included," he says. But if they are evaluated based on the quantity of their publications and grants, he says, "I'm in trouble."

It is a point Mr. Mukerjee has made often (too often, some colleagues grumble) during his 26-year tenure at Madison. A long-time critic of a faculty-reward system that is widely seen as emphasizing quantity, he has made it a personal crusade to expose its flaws. Along with citing the roll-call of brilliant scientists, he writes informal position papers—focusing on the history and ethics of science or on faculty evalua-

JEFF MILLER, UNIVERSITY OF WISCONSIN–MADISON

Pasupati Mukerjee of U. of Wisconsin's School of Pharmacy: "My goal is to produce a few significant publications and not too many trivial ones."

tion—to make his point. Which is this: Quality, not quantity, is what matters. A lasting impact.

Mr. Mukerjee is, by his own admission, something of a gadfly on the issue. He also is not among the more prolific scholars in his school. ("I'm very slow.") In a way, his own record underscores his message. "My goal," he wrote in a recent analysis of his own work, "is to follow my earlier objectives of producing a few significant pub-

Continued on Page A17